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ABSTRACT

Space orientation is a major area of development for preschool and early primary school children. Knowledge about one's own body and about body movements in space is a necessary condition for space orientation. Starting from their own bodies, children learn to focus on the space in which they move. They then learn to take a non-body perspective and handle relationships between objects. This teaching guide, part of the "Piramide [Pyramid] Project," provides activities for early primary (group 1) students to encourage space orientation. The guide contains two parts, "Group Programme" and "Tutoring Programme." Each part describes concepts to be learned, preparation for activities, and activities related to body and space orientation, demonstration, extension, and adding complexity. Part 1 includes activities related to concept processing, extra attention, review, bilingual children, and hierarchically structured activities such as language and ordering. Part 2 includes remediation-oriented tutoring activities. Appendices contain books, rhymes, songs and games, development materials, and pictures related to the activities. (EV)

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Space 2

My body

Space orientation group 1

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Space 2

My Body

Space orientation group 1

Preface

Space orientation is a major area of development for pre-school infants and the first groups of primary education. Children get to know their own bodies: the first starting-point for discovering the world. They also learn to move about in space, a process in which they are introduced to the space notions. They learn about space structures and their accompanying notions. These notions are essential for learning skills, both at home and in school: in play and in all sorts of pre-school activities, but also while engaged in skills like drawing, reading, writing and creative activities. All the things we do relate to 'orientation in space'. That is why in this Pyramid project explicit attention is paid to this orientation. We start from the body, which is used as a starting-point for teaching space orientation. Then we teach the children all kinds of space notions, first in a three-dimensional and later on in a two dimensional context.

Movement in space is an important feature of the projects, not just because children are active and like to move, but also because movements are major space introduction tools and lay the foundation for space notion expertise: movement precedes knowledge.

By paying attention to space orientation in pre-school groups and groups 1 and 2 of primary education, we hope to lay the proper foundations for school learning.

A number of teachers and Cito staff have contributed to this project:

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Introduction

Knowledge about one's own body and about body movements in space is a necessary condition for space orientation. Starting from their own bodies, children learn to focus on the space in which they move. Then they learn to take a non-body perspective and handle relationships between objects.

Space consists of three projects:

Pre-school children:	Space 1: What do I look like?
Group 1 of prim. ed:	Space 2: My body
Group 2 of prim. ed:	Space 3: Into space

Pre-school children: What do I look like?
Pointing at, naming and moving their own body parts is the starting-point for pre -school children to discover the world around them. In the project suggestions are given for making them aware of a number of body part functions.

Group 1: My body
Body knowledge extension. The children must know what their bodies look like and be able to identify and name the various body parts. They also learn to assume and name postures and to make and name movements. They 'test' a number of body part functions. When the notions have been mastered, other notions may be added. In this project no finger games are offered and there is no finger naming. This element can be introduced at a later stage. However, some theme-related rhymes have been included.

Group 2: Into space
When children are familiar with their own bodies, they are ready for orientation in space. Their own bodies will be the starting-point. They take a look at space from their own perspective but also from the perspective of one of their classmates or an object in space.
Changes of the space context are important elements too. Changing the space also changes the space-notions (when children in a line turn around, the child that used to be first, is now last).
Orientation in space is combined with body-orientation. Body-orientation is re-introduced to teach the more difficult notions of left and right, which are taught from a body perspective first and then from other perspectives. Movements are made with parts of the body of which there are two (a left one and a right one)
When the children have mastered the notions of 'left' and 'right', these notions are offered as part of a set of directions (go left).
A problem solving session concludes the project. In this session notions are combined, for instance in taking a route.
The project is mainly based on concrete actions in (three-dimensional) space; the notions used in a two-dimensional context are introduced at a later stage, with the help of development material, during review moments and in hierarchically structured activities, in projects offered later on in the school year. In the list of development materials and the list of books the notions are mainly used in a two-dimensional context.

Notions

Familiar notions
head – arm – hand – leg – foot
eye – ear – nose – mouth – hair
walking – sitting – standing

Elementary notions
bottom – belly – back – neck – shoulder – toe – knee – elbow – finger
face – cheek – lip – tooth – tongue – chin
waving – running – clapping – skipping

Extra notions
feeling – watching – hearing – tasting – smelling
in front – behind – next to

Preparation

Classroom
- 'decorate' the room for instance with little men on the windows on the wall
- set out the materials in the corners (see Creating a context for play)
- lay out the development materials for this project. You wil find a survey in appendix 4. The children can play and work with these materials in the course of the project.

Make or collect
- some mirrors, including a full-length one.
- a doll, for indicating the various body parts.
- (optional) a large jumping jack or string puppet
- grease-paint/make-up or clown's nose, (optional) clown's outfit
- a roll of solid wall paper and markers. On a piece of paper an outline is made of the body of a child (Demonstration). In Extension and Adding complexity this outline of the body is 'dressed up' and cut into six pieces (as a puzzle) to be used during Play and Work. You may want to make two outlines of the child (one for using as a puzzle and one as a background for putting the puzzle on
- make a body dice. You may use the empty dice drawing from appendix 6a for the purpose and 'fill' it with pictures of the body, which you paste down. These pictures can be found in the book of scores and on page 63 of the Remediation book of the 'Orientation in Space' Observation and Remediation Programme
- make a face dice (appendix 6b)
- get a number of containers for blowing bubbles or balloons (preferably for half of the group)
- small figure of a man/woman/child
- binoculars, magnifying glass
- blindfold
- materials of a different structure (for example woollen fabrid, sandpaper, paper)
- saucers with different kinds of food, with different tastes(for instance different kinds of fruit, cheese, apple, cake)
- saucers with products with a different smell (for instance coffee, honey, soap or smell-cylinders)
- musical instruments
- make a cylinder from two hoops and a sheet. Make some holes in the sheet, for the children to show a number of body parts, from behind the sheet or in the 'cylinder'
- (optional) a face flannel, towel and soap
- (optional) make a pair of colour binoculars from two empty toilet rolls, which you've covered with kite paper of cellophane on one side.

Parent activities

- Inform the parents about the project theme.
- Ask parents to give their children dressing up clothes and accessories to take to school; you can also ask them for a hairdresser's or make-up head and some ordinary dolls.
- You can give the children the songs and rhymes, for the parents to sing at home with the children.
- When the child is in the bath, this is a fine moment for naming the various body parts and pointing them out.

Creating a context for play

Discovery corner
Hang a ful-length mirror in a corner. Lay out some puzzles or games which clearly show the entire body (i.e. if you have them).
Hang a large jumping jack or string puppet on the wall. Put a hairdresser's or make-up head in the corner (if you have one).

Home corner
Hang a full-length mirror in the home corner. Also lay down some mirrors, for the children to take a look at themselves. You can also put a dressing-up box in the home corner. You may add accessories like grease paint/make-up, lipstick, noses (clown's nose or witch's nose), hats, caps, glasses, earrings, necklaces.
Provide different kinds of dolls, for instance male and female ones and dolls from different cultures.

Language corner
Lay out books and picture material about the theme. In appendix 1 you will find a survey.

Doctor's corner
One corner of the classroom may be furnished as a doctor's surgery. Lay out doctor's equipment, for instance a doctor's case, bandages, stethoscope, glasses of which the left or right hand-glass has been covered with a piece of sticking plaster, measuring rule, pair of scales.
The children take a look at and name the various body parts, while they play.

Climbing frame

Put up a climbing frame, if you have one or encourage the children to play on the climbing frame in the school playground. You may also put up benches, hoop stands and the like. Mention the various notions like belly, back and bottom during play.

Group exploration

Orientation

In Orientation the focus is on the body as a whole and on the names of the various body parts. Movement is an important part of this orientation step, that is why a Play- and movement activity has been added. Familiar notions are reviewed in play.

Materials

- marker
- red theatre make-up/grease paint or clown's nose
- body dice (Preparation)
- (optional) clown's outfit
- (optional) Space music cassette

Activities

1 Song' Little Clown has a red nose'

You may colour your nose red before class starts and put on a clown's outfit if you like.

While singing the song you make all kinds of movements, which must be copied by the children.

For instance: running, walking, skipping.

F C' F
Clown - tje heeft een rooi - e neus. rooi - e neus. rooi - e neus.
C' F
Clown - tje heeft een rooi - e neus. ha ha ha ha ha! En
C' F C' F
als hij dan gaat dan - een, hop - sa - sa - de - ra, dan
B♭ C' F C' C
doen we't al - le - maal na ja ja, dan doen we't al - le - maal na

The children all stand apart in the classroom. You tell them that Little Clown is going to sing a song, and they can all join in. While you sing, the children dance through the classroom. They may also make other movements, for instance skipping, running, waving, clapping.

Tell the children that all this dancing has made Little Clown very tired. He's going to lie down. He yawns, closes his eyes, falls asleep and starts to snore (make very loud snoring sounds). All the children are on the floor as well and pretend to be asleep.

Morning exercises

Pretend the alarm-clock goes off and Little Clown is waking up. First he does some morning exercises. Set assignments which review familiar notions, for instance:
The alarm clock goes off.
Little Clown wakes up with a start... and stretches himself
He stretches his arms...his hands...
He stretches his legs...his feet...
He stretches his head...
He waves his arms about...
He claps his hands...
He jumps about on two feet...
*He runs around...*Et cetera.

2 The spider

On your own hand and on the children's hands you draw a spider's face. Then you tell the children that the spider is looking for a proper place to build its web. While you tell the story, you make the spider act it out. The children join in.

'Little spider' story

Little spider is looking for a place to build its web.
It is walking on the floor and starts at the feet.
No, this is not a proper place to build a web, on these stamping feet.
Little spider waiks up the legs.
Continue the story along these lines and integrate the various body parts. Have the children tell some parts of the story as well.

F
On - der he - le ho - ge bo - men in een groot ka - bou - ter-
C' Gm' C' F C'
bos staat een heel klein aar - dig huis - je zo - maar mid - den op het
F
mos 'k Zou er best in wil - len wo - nen, maar ik ben toch veel te
C' Gm' C' F C'
groot. 't Is ge - maakt voor de ka - bou - ters met hun jas en muts - jes
F
mid.

On the dotted line you fill in a body part that the spider lands on.

You may act out this song with the help of a spider on a piece of thread.

3. Body dice game

Have a child throw the body dice. All children move the part of the body thrown, or make sounds with it, for instance:

- foot (stamping, holding up, standing on your toes)
- leg (squatting, jumping, moving about)
- arm (waving, turning)
- hand (clapping, ticking, drawing human figures in the air)
- head (nodding 'yes', shaking 'no')
- entire body (bending, moving about)

Suggestions

School doctor

If possible, invite the school doctor or a local GP into the classroom. He or she can tell the children about different parts of the body: he/she listens to their bellies or their chests and backs when they have a cold. The doctor tests their eyes and ears and looks into their throats, eyes and ears. He/she checks their movements and the way they walk.

If there is no doctor available, you can make a doctor's corner with the children and discuss the doctor's equipment present.

Books and rhymes

You can find some books and rhymes about the body in appendices 1 and 2.

Songs and games

Songs and games about moving body parts and about naming these parts can be found in appendix 3.

Demonstration

In Demonstration the body parts are identified, named and used for making movements.
There are two group-explorations here:
A The entire body
B The head and the parts of the face

Materials

- solid (wall)paper (Preparation)
- thick marker or pastel crayon
- body dice (Preparation)
- containers for blowing bubbles or balloons (preferably for half of the group)
- doll (preferably with eyes which open and shut)
- theatre make-up/grease paint
- (optional) Space music cassette
- (optional) face flannel, towel and soap

Activities

A The entire body

1 The outline of the entire body

Have one of the children lie down on a piece of solid (wall)paper and draw a line around the body with a thick marker. When you've finished, mention the various parts of the body and have the children point them out in their own bodies and in the 'paper doll'. Draw these body parts on the wall paper with a thick marker:
Where is your knee?
Can you point out the leg in 'the doll' (the paper)?
Where are your toes?
Where do I have to draw the toes?, etc.

You may have the children decorate the paper doll, cut it up and use the pieces as parts of a floor puzzle.

2 Game 'This is my...'

Mention body-related words like 'bottom'. Have the children point at this part of the body when they hear you mention it. From time to time mention a word that is not-body related at all, like 'pig'.

3 Song 'Taking a shower together'

Taking a shower together
Splash and splatter
Pitter patter
Makes you feel all wet
From your hair to your toes
Down your arms and your legs
Taking a shower together
Splash and splatter
Pitter patter

The floor is so slippery...whoops!
The soap slips from my hand
The floor is so slippery...whoops!
I can hardly stand

We'll start right away
To cover you in soap
We'll start right away on your
Belly!...Head!...
(Arm!...Leg!...(2nd time))
(Hand!...Foot!...(3rd time))

Sing the song and make the movements (a game of pretending with a face flannel, soap and a towel is also possible). You can also add elementary notions (like bottom and back) to the text.

4 Catching bubbles

Split the group up into two groups (or if you haven't got enough containers for blowing bubbles, into more groups). With one half of the children you blow the bubbles up in the air. You can do this in you own classroom or in the playroom. The other half of the children try to 'catch' the bubbles with a part of the body you mention, for instance the larger body parts like back
and belly, but also the smaller ones like finger and toe.
Reverse roles after a while.

You can also do this game with balloons (in the playroom)

B The head and the parts of the face

1 Mirror game

Have the children sit in a circle and take a mirror. Stand in front of the mirror and make funny faces. Pretend you are amazed that the mirror 'is doing the same'. Then have a child make funny faces in front of the mirror. You may also 'play' mirror yourself and repeat everymovement the child in front of you makes. Reverse roles after a while.

Discuss the various parts of the body, in particular the elementary notions:
This is my chin (point at your own chin)
This is my...? (point it out and have the children answer)
Where is the: chin? (first the children point at their own chin and then they point at yours)

2 Body outline

The children point out the head in the outline of the body. Then discuss where the eyes, ears, nose, mouth and hair go and finally the chin, teeth, lips, tongue and cheeks. Draw them yourself with a thick marker or pastel crayon.

3 Taking a shower together

Sing the song (Demonstration) one more time, but this time with different parts of the face.

4 Make-up your face

Use grease-paint or make-up to make a clown's face (only on the faces of the children who want to). While you're making the face you can sing 'Little clown has a red nose' (Orientation)
Change the text of the song to fit in the different parts of the face. You can also draw a clown's face on a piece of paper and add the different parts of the face in make-up.

5 Doll

Use a doll from the home corner or have the children bring their own. They can do assignments, as a group, on these dolls:
Have you got cheeks as well? (have a feel)
Where are the doll's cheeks?
What is this called ...? (point at a part of your own face)
Can you find it in your doll?
Where is the doll's knee? Et cetera.

Suggestions

Body-outlines

In one of the body-outlines the children point out the various parts of the face. Then they point them out in their own bodies. Each child can use its own body-outline in the Work session and indicate the body parts with pieces of coloured paper or paint.

Boy and girl

You may want to use the drawings of a naked girl and a naked boy (appendices 5a and 5b) for a review of the various body parts. The pictures may also be used to discuss the differences between boys and girls.

Extension

In Extension special attention is paid to the parts of the body.All kinds of watch, feel and copy activities are used to identify isolated body parts and introduce their names. Various body functions like watching, hearing, tasting, smelling and feeling are highlighted.

Materials

- a cylinder (Preparation)
- face dice (appendix 6b)
- binoculars, magnifying glass and (optional) colour binoculars (Preparation)
- materials of a different structure (for instance woollen fabric, sandpaper, paper)
- saucers with food that is different in taste (for instance different kinds of fruit, cheese, apple, cake)
- saucers with products that have a different smell (for instance coffee, honey, soap)
- (optional) Space music cassette

Activities

1 Guessing game

Introduce the cylinder. Choose one child to go behind the sheet or into the cylinder. You hold the top hoop while the child is in the cylinder. The child may show one body part at a time to the other children. The other children will tell you the name of this body part and point it out in their own bodies. After some time another child may go into the cylinder/behind the sheet.
The following body parts may be used: arms – hands – fingers and legs – feet – toes. If all goes well, you can ask a child to pop its elbow or knee through the hole.

2 Face-dice game

One of the children throws the dice. The other children think up movements and sounds that can be made with the particular part of the face on the side that is 'up'. With the children you can think of things that you can do with these parts of the face:

- eyes (watching, shutting and opening, blinking)
- ears (hearing, closing, wearing earrings)
- nose (smelling, blowing, sniffing)
- mouth (talking, singing, eating, making sounds)
- hair (combing, washing, making a ponytail, a braid, putting in pins, waving about)
- face (making funny faces, ballooning your cheeks, sticking out your tongue, grinding your teeth)

3 Watching

Present the children with a pair of coloured glasses or a pair of (toilet paper) 'binoculars' with coloured kite paper.
What do you see?
Is everything you see really red (blue/yellow)?
Introduce a magnifying glass and a pair of real binoculars.
When you use the other end of the binoculars, everything is very small.
What do you see?
Is it really that large/that small?
When a child or grown-up in the group is wearing glasses, this phenomenon can be discussed.

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4 In-touch-with-your-body game

A child is blindfolded or closes its eyes. Another child touches the child on a part of its body, for instance the leg.
Where did I touch you? (on my leg).
What do you feel? (stroking, tickling, tapping)

5 Get the feel of it

Have the children sit in a circle and put some materials in the centre. The materials must be very different in structure, for instance sand paper, woollen fabric, paper.
First identify the materials and let the children feel them.
One child is blindfolded. It is given one of the materials.
What do you feel? (soft, hard, etc)
Do you know what it is?

Variation: put down two examples of each material. Let the child match the two materials which are the same, by touching them.

If this assignment is too difficult, you can take objects which are different both in structure and in shape and weight, for instance a plastic car and a wooden block.

6 Tasting

Make a line of saucers with different kinds of foods. Make sure there is familiar and less familiar food, like candy, pieces of fruit, crisps, cheese.
The children close their eyes and taste from one of the saucers.
Ask the following type of questions:
What do you taste?
Do you like to eat this?
Is it sweet or salt?

7 Smelling

Make a line of saucers with products that have a very strong smell, for instance coffee, honey, soap or use smell-cylinders. The children close their eyes and smell what is on one of the saucers. Ask the following type of questions:
Does it smell nice or nasty?
Do you know what it is?

Suggestions

What-do-I-feel-game

A child is blindfolded. You then select a child that 'sticks out' a part of its body. It is up to the blindfolded child to feel what it is: for example a finger or an elbow (if that is not too difficult).

'In the middle of my face' song

You sing the song and point out the various parts of the face. The children copy you while you sing. Names may be added later on.

In the middle of my face, in the middle of my face
Is my pretty little nose
In the middle of my face, in the middle of my face
Is my pretty little nose
I've got ears to hear
And a mouth to sing

In the middle of my face, in the middle of my face
Is my pretty little nose
In the middle of my face, in the middle of my face
Is my pretty little nose
I've got eyes for watching
And a mouth for talking
Mum my mum my mum my dad dy dad dy dad dy
Mum my mum my mum my dad dy dad dy dad dy

In the middle of my face, in the middle of my face
Is my pretty little nose
In the middle of my face, in the middle of my face
Is my pretty little nose
I've got arms to wave about
And legs to dance
La la la etc. (faster and faster)

Playing with music

Materials

- bird whistle or blower
- (optional) simple wind instruments
- rhythm instruments

Activities

1 Making sounds with your mouth

Blow on a bird whistle or blower (party whistle)
How is this sound made?
Let the children imitate a trumpet or a flute or give them a simple wind instrument.
You can make many more different sounds with your mouth, (like brrrrr..., boo...).
You may also vary them in pitch.
Other sounds can be made with the mouth too, ballooning your cheeks and tapping them with your hands, putting your hand in front of your mouth and making Indian-like sounds.
The children will no doubt come up with many more variations.

2 Sounds with hands and feet

Making all kinds of sounds with your hands like clapping, tapping, scratching on objects, and with your feet, like stamping, tapping with your toes, making brushing sounds.

3 Which instrument do you hear?

Have the children all sit in a circle and put a number of different musical instruments in the middle. The children close their eyes. One child plays an instrument. One of the other children plays the same instrument and tells the other children what it's called.

Variation: All instruments are played, except for one. *Which is the one you haven't heard?*

Adding complexity

In Adding complexity the child assumes postures and makes movements of a more complex nature, and learns what they are called. Some attention is paid to problem solving as well.

Materials

- small figure of a man/woman/child

Activities

1 The garden of statues

Show the children the figure and discuss its appearance.
Then you tell the children that you went to a garden full of statues the other day. In this garden you have seen all kinds of statues
There was one statue which had its hands on its back; it was standing on one leg.
We can all be such a statue.
You pretend to be the statue and the children copy you.
There was this other statue. It was sitting on one knee, the other foot was on the floor, its arms were on its head.
We can all be such a statue.

2 Statue game

Select a child. This child pretends to be a statue. Discuss this statue with the rest of the class. Then the children all 'copy' the statue.

After this activity you can split the group up into pairs. One child of a pair is a statue, the other child copies the statue.

You can give a description of a statue. The children listen and pretend to be this particular statue:
I can see a statue, it is on its knees; its hands are on its shoulders.

3 Copy me

Give instructions to one particular child. The child carries out the instructions. Let the other children copy the movement the child makes.
Examples of instructions:
Put your fingers in your neck.
Lift one foot.
Stand on your toes.
Put one hand behind your back.
Stand one one leg and raise one hand.

4 Mirror game

Make all kinds of movements. The children copy these movements. Then put two children opposite each other. One child makes a movement or assumes a position and the other child tries to copy it.

5 'Can you do this, can you do that?' rhyme, Elly van der Linden

Can you stand on one leg?
Now try the other
Can you stand on one leg?
And wriggle your toe?
Can you keep your legs straight?
And stand on your toes in one go?
Can you walk with your legs
Now try doing this on your toes
Can you step over this block
And then clap your hands?
Can you wave your arms about
While you're turning round and round?
Can you bend your knees
And tap the floor with your hands?
Can you move your nose to the floor, and
back again
With your hands on your back?
Can you sit down on your bottom
and lift one leg from the floor?
Can you lie down on your back
And sit up again, in no time?

Suggestions

Statue composition
One child is turned into a statue by another child. New statues are added to the group by different children. When the group is ready you pretend to take a picture. You can also take a real picture and discuss it with the children later on.

Shadow show
Hang a large sheet in front of a bright light. One of the children makes a movement behind the sheet. The other children guess what it is and copy the movement.

Play and movement

Materials

– (optional) a magic wand

Activities

1 Touching the statues
Appoint a 'he'. This child tries to tag out the other children. If a child is touched, it freezes like a statue. The other children can set the statue free by touching it.

2 't Was at this Punch-and-Judy show (singing game)

G D' C D'
Ik stond laatst voor een pop - pen - kraam. o o
G D' C D'
O! Daar zag ik mooi - e pop - pen staan. zo zo
G D' A'
zo! De pop - pen - koop - man ging op reis, de pop - pen raak - ten
D' C D' G C G D'
van de wijs en de - den al - le - maal zó! Ze de - den al - le - maal
G' C A' D' G
zó, ze de - den al - le - maal zó!

The children are in the circle and sing the song. One child makes a movement to *'This is what they did'*. The other children copy the movement while singing the song.

Variation: before singing the song you mention a part of the body for making the movements with.

3 **Mister, can I use your ferry** (running–to–the–other-side game)

C F C
Schip - per mag ik o - ver - va - ren, ja of nee?
F C F G' C
Moet ik dan een cent be - ta - len, ja of nee?
F C
Schip - per mag ik o - ver - va - ren, ja of nee?
F C F G' C
Moet ik dan een cent be - ta - len, ja of nee?

The children are behind a line. They must cross an imaginary river and stand behind another line. The ferryman is in the middle of the river between the two lines. The children sing:
Mister, can I use your ferry? Yes or no?
Do I have to pay a penny? Yes or no?
When the ferryman says *'no'*, the children run across and the ferryman tries to touch them.
When the ferryman says 'yes', the children will ask *'How?'*
The ferryman will answer: *'Like this'*.

The ferryman makes a movement which the children must copy while 'crossing the river'. The ferryman tries to tag out as many children as possible, while making the movement himself. Always describe the movement to the children (e.g. skipping, hopping on one leg, et cetera).

Variation: this game can be played with a number of ferrymen who decide among themselves about the particular movement to be made.

4 Rounding off: Statue game

Put a child in the middle of the circle and make it 'freeze' like a statue. All the other children take a good look and try to remember what the statue looks like. Then they close their eyes and you change a detail of the statue. The children open their eyes and tell you what you've changed, for example: both hands were on the knees first...now one of the hands is on the back.

Suggestions

Working magic

The children sit down or stand in the playroom. You walk about with a magic wand. When you touch a particular body part in a child, all children move this part.
For example: if you touch the arm, all children clearly move their arm.

Processing

Corners

Discovery corner/home corner
Provide a large number of mirrors. Have the children take a look at themselves in the mirror. You may use the following questions or assignments as a guideline:
Who do you see when you look in mirror (We all see different things).
What parts of yourself do you see?
You can set assignments like these:
You can use your mouth to...? (open and close, yawn, give kisses, make sounds)
You can use you eyes to...? (wink, open and close, squint)

Development materials

Body puzzle
Draw a line around the body of a child on a piece of solid or cardboard paper. Draw the face, fingers, toes and the clothes (the latter are optional). Cut the paper/cardboard into pieces to make a floor puzzle.

Boy and girl
Take the drawings of the girl and the boy (appendices 5a and 5b) and paste them down on a piece of cardboard. Paste some pieces of velcro on different parts of the body. Make some clothes for the cardboard dolls and add some velcro here as well. The children can 'dress up' the dolls any way they like.

Making a collage
Have the children cut or tear pictures of people from magazines. They can also arrange them according to posture: standing, sitting, lying down.

Human figure
Have the children cut parts of the human body from magazines. They paste them down on a piece of paper to create a human figure. Of course the proportions will be all wrong, but this will create a very funny effect.

Creative processing

Jumping Jack
Have the children cut out the various parts of the body. Join the different parts with cotter pins.

Making a face
Hand out pieces of circular folding paper and have the children make a face. Other pieces of paper may be used to make the eyes, ears, nose and mouth. These parts of the face can also be drawn. Suggestion for making the hair: pieces of wool or strips of paper.

Making an outline of your body
Draw a line around a child's body on a piece of wallpaper. Have the child or some children paint the 'body' with paint or paste down pieces of fabric and/or paper.

Making a doll
- make a doll from scrap material
- cut or tear strips of paper to 'paste' your own paper-and-strips doll

Modelling
- make your own clay figure

Sticks and rings
Making human figures of sticks and rings
- on a glass plate make a figure and copy it afterwards
- on a piece of paper make a figure. Then take a fine-meshed frame and a toohbrush and sprinkle on a thin mist of Ecoline (coloured drawing ink).

Drawing
- drawing the face with the help of a mirror
- drawing the whole body by looking at oneself or others.

Making a finger–paint hand and/or foot print
Cover a foot or a hand in fingerpaint and make a print on paper. Hand or foot prints may also be used as the hands and/or feet of a paper or scrap doll.

Three drawings in one
Give each child a large piece of paper, which is folded in three parts. Each child draws the head with the neck on the top part of the paper. Then this part of the paper is folded back and the paper is passed on to another child. On the middle part the body is drawn. This part of the paper is again folded back; the paper is passed another time, to another child. On the lower part of the paper the legs are drawn. Fold out the paper and show the class what the figure looks like.

Extra attention

Familiar notions
head – arm – hand – leg – foot
eye – ear – nose – mouth – hair
walking – sitting – standing

Elementary notions
bottom – belly – back – neck – shoulder – toe – knee – elbow – finger
face – cheek – lip – tooth – tongue – chin
waving – running – clapping – jumping

Extra notions
feeling – watching – hearing – tasting – smelling
in front – behind – to the side

Observation
Check the command of elementary and extra notions by having the child point out the various body parts, make the movements and assume postures (passive command of notions) and name them (active command of notions).

Remediation
Step 1: mention the elementary notions (and then the extra notions), while you point these out yourself and make/assume the accompanying movements/positions (showing and naming). Have the child copy them.
Step 2: then act out the notions and have the child point them out and make the movements.
Step 3: point out the various body parts and show the movements. Have the child name them (you may also take the child's movements as a starting-point and ask what it's called and what the child is doing).

Review

Have the children tell you what they're doing (describe their everyday activities) like putting on a coat, walking, getting something... Focus the children on the use of their bodies.

Notions in Turkish and Moroccan Arabic (spoken language)

English	Turkish	Moroccan Arabic
head	baskafa	ras
arm	kol	yed diraa
hand	el	yed
leg	bacak	rejel
foot	ayak	kadam
eye	göz	aaïn
ear	kulak	oden
nose	burun	anef
mouth	agız	fam
hair	saçlar	schaar
walking	yurumek	jamchi
sitting	oturmak	ijlis
standing	durmak	kıf
bottom	kalça,	popo
belly	karin	batn-kerch
back	sirt	dahr
neck	ense	onouk
shoulder	omuz	katif
toe	ayak parmagı	osboâ
knee	dız	rokba
elbow	dirsek	marfik
finger	parmak	
face	yüz	wajh
cheek	yanak	hank
lip	dudak	
tooth	dis	chıfa
tongue	dil	asnan
chin	cene	dakn
waving	el sallamak	wadaa
running	kosmak	yajri
clapping	alkislarnak	yadrib
jumping	hoplamak	yakfiz
watching	bakmak	chouf
hearing	duymak	ısmaa
tasting	tatmak	doul
smelling	koklamak	chem
in front	önünde	lısan
behind	arka	
to the side	yan	waraa

Hierarchically structured activities

Language

1 Listening

Source Hierarchically structured programme Language and initial reading, chapter 1

Materials
- (optional) musical instruments

Activity

Have all children close their eyes. One child walks around in the classroom making sounds with a part of its body, for instance stamping its feet, clapping its hands, tapping on a window. The children open their eyes and one child may copy the sound. Ask the following type of questions:
How do you know what sound ... (name of the child) has made? (you listen, with your ears)

You can extend this game by having one child make the sound in a particular part of the classroom. The other children close their eyes (and keep them closed) and then point in the direction of the sound.

When this goes well, you can also do this activity with musical instruments.
Also discuss with the children which part of the body is used for making music on the instrument.

2 Parrot game

Source Hierarchically structured programme Language and initial reading, chapter 2

Activity

You mention a part of the body and the children repeat this word, while pointing at this particular part of the body or putting it up in the air. For this game you use the project notions. Instead of a body part verbs may be used as well, for instance 'waving'. Have the children repeat these verbs too and have them perform the activities.

You can make the activity even more difficult, if you do not mention the notion separately but in a sentence. The children are now asked to point at the body part that is mentioned and put it up in the air. Finally have the children repeat the notion concerned, for instance:
Through the hole in my sock you can see my toe (toe)
Try to fool the children by offering a sentence which is not correct:
With my toothbrush I have brushed my knee.

3 Rhyming

Source Hierarchically structured programme Language and initial reading, chapter 7

Materials
- concrete materials, like a pair of scissors or some fruit

Activity

With the help of the rhyme below you make children aware of end rhyme
First read out the rhyme yourself and point out the various body parts mentioned.
Then read out the rhyme again, but this time leave out the final word and have the children complete the sentence. Again point out the various body parts.

My feet have toes and in my face is a...(nose)
On my legs I can stand. On my arm is a ... (hand)
This is what Michael hears when he uses his ...(ears)
Jenny's watching telly, lying down on her ... (belly)
My little brother is three. He likes to sit on daddy's ...(knee)
This is my sister Clare. She's got curls in her ...(hair)

4 Combination of language and counting up to six

Source

Hierarchically structured programme Language and initial reading, chapter 3 Ordering Observation and Remediation Programme, Remediation Book 3: Counting, Unit 1.

Activity

Confront the children with small problems they have to solve, involving numbers and body parts:
You've got two of these and you use them when you watch TV, what are they? (eyes)
You've got one of these and you can smell with it, what is it? (a nose)
You've got two of these and you put socks on them, what are they? (feet)

Have the children point out the various body parts and count aloud when they solve the problems.
The children can also play a number- and body part game themselves. They make sentences like these:
I've got two legs (point out and count aloud)
I've got two legs and two knees (point out and count aloud)
I've got two legs, two knees and a ...
The children take turns in completing the sentence. They may not change the order of the body parts mentioned.

Ordering

1 Size

Source

Size Project: large and Small, pre-school children

Materials

- shoes of different sizes

Activity

Have the children sit in a circle and put a number of shoes of different sizes in the middle. Introduce the notions by taking off your shoe and putting on other shoes, which are clearly either too large or too small. Ask the following type of questions:
Why can't I wear this shoe? (too large or too small)
Do you think I can wear this one? (larger, smaller)

Have the children discover differences in size by exchanging shoes with other children or trying on the shoes from the circle. Have the children tell you about the size of the shoe (large or small) and have them tell you which one is larger, too large, smaller or too small.

When this activity goes well, you can make it more difficult by having the children estimate whether a shoe will be too large or too small for a foot (make sure you take clear examples).

2 Colour

Source

Project Colour I: Red, blue and yellow, pre-school children
Ordering Observation and Remediation Programme, Remediation Book 1: Colour, Unit 1

Material

- red, blue, yellow and green clothes, for instance red trousers, blue socks, yellow sweater.
- (optional) accessories in red, blue, yellow and green, for instance green earrings, a yellow necklace.

Activity

Blue Rhyme, Beatrijs Nolet
Blue, blue the sky is blue
I love blue, I really do
Here's a blue sock and a nice blue skirt
But where do I find a blue T-shirt?
I can see them and so can you
So, just start looking for something blue

Read out the rhyme and have the children point out the various clothes (in themselves or in other children). Of course you can adapt the text to other colours and other clothes. After the rhyme the children once again point out the blue clothes they have found and tell you what colour they are.

Put all kinds of clothes of different colours in the circle. Have one of the children put on a garment. One of the other children tells you what colour it is. Ask the following type of questions:
Who knows what these are? (trousers)
If the children do not know, you tell them. This activity is not about command of clothes notions.
Where do you wear them? (on your legs)
What is the colour of these trousers (they're blue)

Finally you can have a few children change clothes in the corridor. The other children describe the clothes these children are wearing (or you do this), they tell you which part of the body you wear them on and what colour they are.

You can add an extra dimension to this activity by including accessories of different colours. Ask the following type of questions:
Who knows what this is? (an earring)
Where do you wear an earring? (in your ear)
What is the colour of the earring? (green)

3 Counting up to six

Source

Comparing and Counting 1 Project: Counting up to six, pre-school children Ordering Observation and Remediation Programme, Remediation Book 3: Counting, Unit 1

Activity

Review counting up to six and use the various body parts. Start by giving information about yourself
I have got one nose (point it out)
How many noses have you got?
I have got two legs (count aloud: one, two and point them out)
How many legs have you got?

The next step is: asking questions only.
How many hands have you got?
Have the children count aloud and point at their hands.
You can also have a child count another child's body parts.
How many ears has your neighbour got?

Introduction

Project: general objectives

The objective of the 'Space: my body' project is to make group- 1 children aware of their own bodies. The child gets to know its own body in space by pointing at and naming parts of the body and by assuming postures and making/naming movements. Knowledge of one's own body and of body movements in space are considered to be major conditions for orientation in space. Space orientation is important to get a grip of the environment, in every day life, both at home and in school. For instance: to be able to put on your shoes, you must know about your own body: you must be aware that shoes go on the feet. When the child wants to go and play outside it must know that it has to pass the corridor to get to the door. But orientation in space is also an important basic skill for learning in school. A proper space orientation is essential for playing with toys, for working with development materials and later on, for learning to read, write and do maths.

Project steps

In Orientation the whole body is dealt with and the names of the various body parts are given. There is a review of familiar notions and some elementary notions are offered in songs, games etc.
In Demonstration a number of body parts is dealt with in movements and actions and their names are given. Central focus is the body as a whole and the (various parts of the) head.
In Extension attention is paid to the functions of the senses through hearing, tasting, seeing and feeling. The various body parts and parts of the face are combined here and named by the child.
In Adding complexity more complex postures and movements are dealt with. When carrying out the activities the child is introduced to the functions of various body parts and to small problems which it must try to solve.
As a supplement to the activities a number of activities from the Orientation in Space Remediation Book can be used. In the project steps reference is made to these activities.

Educational aspects

Moving parts of your own body must be as natural as possible.
It is important to name and explain the functions of the various body parts in games, songs, etc. The activities can be offered in the following manner, with increasing levels of child independence:

- the tutor shows how the movements must be made
- tutor and child make the movements together
- the child copies the movements on its own
- the child makes the movements on its own.

It is important to make the child feel safe and confident. The child must feel accepted. You can achieve this by observing the child really well, responding to its interests, focusing on the child's own initiative and taking account of the child's level of development. Some children find it hard to make certain movements. Support these children by showing how to make the movement and by making the movement together, while you take the child by the hand. Then slightly reduce your support and have the child make the movement while you put your hand on the child's back or arm. Encourage the child through positive response and confirmation.

Child challenge
Always make sure the activities encourage the child to be active. For the child the activity must be a challenging medium for gaining new experiences, for learning from them and having fun. When you offer these activities, check for anticipation in the child. If such anticipation exists, take things one step further and challenge the child to perform at a higher level. You may do this by turning the situation you are offering into a problem, to make the child think about the situation. The child will feel very successful, when it comes up with a solution. The feeling of success will be absent, if the child already knows the answer to your question.

Notions

Familiar notions
head – arm – hand – leg – foot
eye – ear – nose – mouth – hair
walking – sitting – standing

Elementary notions
bottom – belly – back – neck – shoulder
toe – knee – elbow – finger
face – cheek – lip – tooth – tongue – chin
waving – running – clapping – jumping

Extra notions
feeling – watching – hearing – tasting – smelling
in front – behind – to the side

Preparation

Materials

Songs and books
- 'Dingle dangle' song (appendix 3)
- 'Taking a shower together' song
- book from the 'Watch your...'series (appendix 1)
- Orientation in Space Remediation Book

Pictures and drawing materials
- large sheet of white solid paper and thick marker
- worksheet with various parts of the face (appendix 5)
- dice with pictures of body parts (appendix 5)

Play material
- large cuddly bear, white 'doctor's coat' and doctor's case
- doll, piece of soap, face flannel, towel and watering can
- large block

Other materials

- toy spider on a piece of string (you can make this yourself)
- (full-length) mirror
- cylinder (Preparation group programme), blindfold (optional)
- magic wand and magician's hat
- spoon and three saucers with sweet, sour and salt food
- roll of toilet paper and pencil
- hat

Parent activities

It is important to inform the parents about the project content when preventive tutoring activities start. Prepare a survey for the parents of the elementary project notions, and translate them into the language used at home, if possible. Maybe you can call upon ethnic teachers to help you translate. Where possible, you can add pictures or drawings.

Ask the parents to pay attention to their own and the child's body at home and to the movements to be made with these body parts, for instance:

- while dressing and undressing, while the child is in the shower or in the bath
- by making 'funny figures' with the child in front of the mirror, for instance with the lips or with the fingers
- by giving the child a photo (to take to school) showing the child's back (bottom, back and elbow) or showing the child's face.
- by doing 'PE' with the child, like raising your arms, bending your knees, jumping.

Preventive tutoring

Establishing the point of departure

For each step determine the child's language and development level and adjust your activities. Start from the child's interest: a child which likes to move should be offered Orientation activity 2. Orientation activity 3 is perfect for a child which likes to be read to. Try to get a picture of the child's receptive and productive command of the notions in Orientation and use this information when you offer your activities. In short: be sure to differentiate in your tutoring programme. Allow the child time to acquire the notions during the project and test the command at the end of the project, before you start on your remediating activities.

Orientation

In Orientation the body as a whole is dealt with and the names of the various body parts are given. To make the introduction of the body parts as natural as possible, they are used in activities. This is done through a review of familiar notions and by offering some elementary notions (which are introduced in songs, games, et cetera).

Materials

- 'Dingle dangle' song
- toy spider on a piece of string (you can make this yourself)
- large cuddly bear, white 'doctor's coat' and doctor's case
- book from the 'Watch your ...' series (appendix 1)

Activities

1 Singing a song

Sing the 'Dingle dangle' song (music on page 15). Make the song come alive with the help of a toy spider on a piece of string and make the movements mentioned in the song. On the dots you fill in the body part that the spider lands on (e.g. finger, back, nose, elbow, etc.). Use both familiar and a number of elementary notions.

Dingling, dangling, up in the air
Is a spider, all covered in hair
With creepy crawly legs and feet
And a hairy spider chin
He is here to tickle you
All the way from head to toe
Watch it, here he comes right now
Going down, and down and down, to
land right on your little ...

2 Bear goes to see the doctor

Get the doctor's equipment and a large cuddly bear. Tell the child that Bear is going to see the doctor. The doctor is going to see if Bear is growing well. Give the child a white 'doctor's coat' and the doctor's case. The child may examine Bear by listening to his belly or back. The child may also take a look at Bear's eyes, ears or throat and check the movement of his legs and arms. Maybe Bear is in pain and the child can cure him. Review the familiar notions and introduce some elementary ones.

3 Reading a book

Take one of the books about the face or the teeth from the 'Watch your ...' series about parts of the body and take a look at it with the child. Give the names of the body parts presented and have the child point them out, in the book and in its own body. Use familiar and elementary notions.

Suggestions

If possible, make movements (with the child) with the body parts from the book.

Demonstration

In Demonstration all kinds of body parts are introduced. First the hole body is shown (A). Then the face and its various parts are dealt with (B). Children already familiar with the elementary notions may be offered a combined activity (C). The various parts of the body are pointed out, named, and used in activities. Provide a clear instruction of the elementary notions by offering them one by one.

Materials

- large sheet of white solid paper and thick marker
- full-length mirror
- dice with pictures of body parts (see Preparation group programme)
- 'Taking a shower together' song
- doll, piece of soap, face flannel, towel, watering can
- worksheet with various parts of the face (appendix 5)
- Orientation in Space Remediation Book

Activities

A. The whole body

Objective: making the child aware of the fingers, elbow, toes, knees, bottom and the words used to denote these parts of the body.

1. Body outline

Get a large sheet of white solid paper and put this on the floor. Have the child lie down on the paper and draw around the body of the child with a thick marker. Name the various body parts that you come across. Start at the head. This is what you might teel the child:
Your hair...
And now I'm drawing your face.
This is your neck. And this is your shoulder...
Your arm is next.
This is your leg. And this is your foot.
Now I'm drawing your other leg... And another foot.
Another arm as well. And your hand.
Et cetera.

When you've finished, the child may get up and you take a look at the drawing together. With the child identify the body parts, (like the face, the neck, the shoulders, the arms, legs, feet and hands) in the paper outline. Then draw in the details (fingers, toes, knees, belly, et cetera). The child points out the various body parts which he sees in the outline, in itself or in you. Ask the following type of questions:
Where is your face? Point it out, please
Have I got a belly too? Can you show me where it is?
Et cetera.

Too easy

Have the child name the body parts (like elbow) which it is familiar with, but which haven't been drawn yet. Ask this question while you point at a specific place in the drawing: What goes here? Draw the body parts mentioned by the child and point at the parts which the child cannot mention yet.

Suggestions

While performing this activity, use a full-length mirror and have the child take a look at the various body parts in the mirror and make movements with them.

2 Body-dice game

Get the dice with the pictures of the body-parts. Have the child throw the dice and tell you which body-part is 'up'. Help the child when it does not know the name of this body-part.

Perform these activities (in this order):

- the child can move the body-part that is 'up' or make sounds with it.
  For instance kicking its feet, waving an arm, clapping its hands, stamping its feet, et cetera.
- before you do this activity, copy the pictures of the dice.
  Put he pictures you've copied in front of the child in random order. The child throws the dice and finds the matching picture. The child keeps throwing the dice until all the pictures make a body.

Suggestions

Make two copies of the pictures on the dice. Take turns throwing the dice and getting pictures. The first to complete the body is the winner.

3 'Taking a shower together' song

Take the child to the water table or to the sink. Get a doll, a piece of soap, a face flannel, a towel and a watering can. Have the child fill the watering can with water and undress the doll. Tell the child that the doll is going to take a shower and give the child the piece of soap. Sing the 'Taking a shower together' song several times and introduce other body parts as well.

While you sing the song, the child may soap the doll's body-parts mentioned at the end of the song. Then it can take the watering can and empty it over the doll's head. While the child is doing this you may encourage it to name the various body parts mentioned.

Suggestions

With the child pretend you're going to wash yourselves. Use a face flannel and a towel. Tell the child which body-part is going to be 'washed' or have the child do this. While 'wiping yourselves dry' with the towel explicitly name the body–parts that are being wiped dry or have the child do this.

4 Orientation in Space - Remediation Book

Additional activities can be found in the Orientation in Space Book, chapter 1 'One's own body', pages 50 and 51 (Extension and Demarcation). Use subsitutes for the body–parts given, like bottom, belly, back, toes, fingers, knee or elbow.

B The head and parts of the face

Objective: make the child aware of the (parts of the) face and and the words that are used to denote them.

1 'These are my cheeks' rhyme

Get a hand mirror and have the child look at its face in the mirror. Read out the 'These are my cheeks' rhyme and point at the parts of your face mentioned in the rhyme.

These are my cheeks and my chin is right there
These are my lips, my tongue and my hair
This is my mouth, with lots of teeth inside
That is my face which I'm going to hide (put two hands across your face)

Read out the rhyme again and have the child point – in its own face– the various parts of the face mentioned. Then ask the following type of questions:
What are these? These are your ... (lips). Now point at my lips. Et cetera. Continue like this with the other elementary face-notions.

Suggestions

- Have the child take a look at the various parts of the face in the mirror and make all kinds of funny movements with them, like sticking out its tongue, or grinding its teeth.
- Use the worksheet with the parts of the face (appendix 5). Copy it and practise the elementary notions. Ask the following type of questions:
  What do you see? and *Is this the chin? Point out the cheeks. Have you got cheeks as well?*

2 My doll takes a bath

With the child put some water in the doll's bath and in the watering can. Have the child undress the doll to give it a bath. Give the child the soap and read out the 'Washing rhyme' below. Have the child start with the doll's hair. When it has finished washing the doll's hair it can take the watering can and empty it over the doll's head.

Washing the hair, till it's very clean
The cleanest clean you've ever seen

While the child is washing the doll you can 'report' what the child is doing. Be particularly explicit when the child is washing the various parts of the face. Introduce the names of as many elementary face-notions as possible, by reading out the rhyme several times and substituting other parts of the face for 'hair'.

Have the child wipe the doll dry and set the following type of assignments: *First wipe dry the doll's head. Are the lips dry? Have you rubbed down the doll's cheeks?*

3 Orientation in Space - Remediation Book

Additional activities can be found in the Orientation in Space - Remediation Book, chapter 1 'Your own body', pages 50 and 51 (Extension and Demarcation). Substitute other parts of the body for the notions given, like chin, cheek, lips, tooth or tongue.

C Combination

1 Mirror game

Objective: naming and moving body-parts and parts of the face.

With the child, stand or sit down in front of a large full-length mirror. Tell the child which body-parts you're going to move. Ask the child to join in and say: *We're going to move our foot and our hands* ('brush' the floor with your foot and clap your hands).
Make other movements too and be sure to move two body-parts at at time: blinking and waving an arm, ballooning your cheeks and stamping your feet, sitting on your bottom and putting your finger up in the air, sitting on your knees and sticking out your tongue, wriggling your toes and fingers, or ballooning your cheeks and lifting one leg.

Suggestions

The child mentions the body-parts that must be moved or makes movements which you copy and name.

Extension

In Extension the various body parts and parts of the face are offered to and named by the child in combination. Attention is also paid to the functions of the senses by making the child hear, taste, smell, see and feel.

Materials

- magic wand and magician's hat
- cylinder (see Preparation group programme), blindfold (optional)
- spoon and three saucers with sweet, sour and salt food
- roll of toilet paper and pencil
- hat

Activities

1 I am a magician!

Objective: the child names the various parts of the body and face.

Get a magic wand, put a magician's hat on and tell the child you can do magic tricks. Touch various parts of the child's body with your magic wand and have the child move this particular part of its body. Introduce yourself like this:
I am a magician!
Watch carefully. This is my magic wand.
It's for doing magic tricks!
When I touch my cheek with it, my cheek starts to move!
Do you see...? (touch you cheek with the wand and 'balloon' it).
Now I'm going to do magic tricks on you...
I'm touching your cheek. Can you feel it? Now, move your cheek.

Name the body part that you touch with your magic wand but only do so the very first time you touch it. With every touch that follows the child is supposed to 'spontaneously' move and name the body part you touch. Encourage this by asking with every part that is touched: What am I touching now? This is your ...

Too easy

Touch two body-parts of the child and have the child combine movements of the two body-parts.

2 What do you feel?

Objective: the child names various parts of the body and face by feeling them.

This activity must be performed by two children. One of the children stands in the cylinder. The other child feels and names the body part sticking from the hole in the cylinder (if there is no cylinder then blindfold this child). Ask the following type of questions: *What do you feel? Is it a ...?* (mention another body-part than the one sticking out). *If it is not a .... , then what is it? Can you feel the ... as well?*

Reverse roles when the game has been played several times.

Too easy

Encourage the child to touch the body-part sticking from the cylinder with different body parts: with the fingers, the elbow, the lip or the knee. Afterwards ask this child: *What can you feel with best? With your elbow? If it's not your elbow, then what is it?*

3 Tasting and smelling game

Objective: the child experiences which parts of the body are involved in smelling and tasting.

On a table make a row of three saucers (also make sure there is a spoon for tasting). On each saucer there is something different, for instance something sweet, something sour and something salty. The child closes its eyes and first smells and then tastes the substance. Ask questions while the child is smelling/tasting and use the elementary and extra notions as much as possible. Examples of questions:
What do you use to smell?
Can you smell with your ears as well? Give it a try.
Do you know what this is ?(point at the sweet substance on the saucer)
Does it smell nice?
Taste it. Put it on your tongue...
Do you like it?
Can you bite it with your lips? Can you do it with your teeth. Go ahead, give it a try.

Continue like this until the child has had a taste of all the substances.

4 Can you see?

Objective: the child experiences which part of the face is involved in seeing

Take the child to the tutor corner and tell it it may have a look through an (empty) roll of toilet paper. In doing so it should focus on one particular point, for instance a pencil that is on the table. Ask questions: *Can you see well, this way? Do you see the pencil...Now close your eyes. Hold the roll in front of your eyes. Can you see anything?*

Have the child hold the roll in front of its knee, the elbow, the cheeks and the chin and find out whether it can see anything. This way the child will discover that it can only see things with its eyes (which must be open).

5 Can you hear me?

Objective: the child experiences which part of the face is involved in hearing.

Engage the child in all kinds of activities, like listening with its hands on its ears, with a woollen hat on its head, with its fingers in its ears, with its fingers in its mouth, et cetera. In the meantime sing a song (very quietly) but before you start singing you say: *Can you hear me... with your eyes closed? Try it.* The child informs you about hearing you properly (or not).

Then discuss the activities the child has been engaged in by asking: *When can you hear very well...? Show me. What do you hear with... your eyes (nose, mouth, chin)?*

Adding complexity

In Adding complexity the more complex postures and movements are dealt with. While performing the activities the child is confronted with the functions of various body-parts and with small problems it must try to solve.

Materials

- large block
- Orientation in Space Remediation Book

Activities

1 'Can you do this, can you do that?' rhyme

Objective: the child makes movements with various parts of its body (on its own)

Take two children to the playroom and read out the 'Can you do this, can you do that?' rhyme The first time you read out this rhyme make the movements with the children. The children then try to make the movements themselves, while you read the rhyme.

Can you stand on one leg?
Now try the other
Can you stand on one leg?
And wriggle your toe?
Can you keep your legs straight?
And stand on your toes in one go?
Can you walk with your legs
Now try doing this on your toes
Can you step over this block
And then clap your hands?
Can you wave your arms about
While you're turning round and round?
Can you bend your knees
And tap the floor with your hands?
Can you move your nose to the floor, and back again
With your hands on your back?
Can you sit down on your bottom
And lift one leg from the floor?
Can you lie down on your back
And sit up again, in no time?

Too difficult

Help the child, when parts of the rhyme are still too difficult, by showing how the movements must be made.

2 Mister, can I use your ferry?

Objective: the child copies complex movements in which these notions are trained: in front, behind, to the side.

Take two or three children to the playroom. Use two lines in the playroom and stand in the middle, between these two lines. (you're the ferryman). The children stand behind one of the two lines and try to get to the other side, after they've sung the song with you. When you say 'no' the children run across to the other side and you try to touch them. When you say 'yes' the children sing the final two lines of the song and you make a movement (also tell the children what they have to do). For example: *Put your hands behind your neck and jump.* Or: *Put your arms in front of you and stamp your feet.* Or: *Take one step forward, then step to the side.* Make the movement yourself and have the children copy it, while they run to the other

Mister, can I use your ferry? Yes or no?
Do I have to pay a penny? Yes or no?

How?
Like this ... (make a movement)

3 Orientation in Space Remediation Book

Objective: the child learns about postures and movements and learns to structure them

Additional activities can be found in Orientation in Space Remediation Book, chapter 1. One's own body, pages 54 and 55 (Orientation, Extension, Demarcation and Flexibilization) and pages 59 and 60 (Steps 1, 2 and 3). Use the body parts which are listed under elementary notions in this tutoring programme as much as possible.

4 Can you guess?

Objective: the child learns to solve simple problems

The child has to solve a number of simple problems, which relate to movements and functions of various body-parts. You can ask the following type of questions:
You can jump with them... Can you guess what they are?
You can wave them .... Can you guess what they are?
You can smell with it... Can you guess what it is?

Continue thinking up 'problems' and use the notions of running, tasting, feeling, clapping, seeing and hearing

Too difficult

When this is too difficult for the child, illustrate the verb with a movement. You may even point out the part(s) of the body involved.

Remediation oriented tutoring

Checking for command of notions

Before you start remediating check the child's receptive and/or productive command of the elementary notions. First check the child's receptive command of the elementary notions. You may ask the child to point at the body parts representing the notions or make movements with them, sitting in front of a large full-length mirror with you. Aks the following type of questions: *Where are your lips (fingers)? Can you show me where your elbow (knee, belly, back, bottom) is? Can you clap your hands?* The notions which the child has mastered (receptively) are then checked for productive command. Remain seated in front of the mirror, point out a body-part and ask: *What is this?* Make a movement (e.g. wave) and ask: *What am I doing?*

For each child copy the form on page 52 'Command of notions' - 'Space: one's own body' project. On the form tick the notions which the child has mastered receptively and/or productively. Use this form to select remediation activities from the tutoring programme which fit the level of the child.

Remediation activities

When after offering preventive tutoring and group exploration a child turns out to have problems with a particular step or particular notions, then use the tutoring programme for review purposes. Use as many activities as possible from preventive tutoring which you haven't performed with the child. This way the step or notion is offered to the child in a number of different ways. When in preventive tutoring Extension activities 1 and 3 have been offered, you might offer Extension activity 2 in remediation-oriented tutoring. When the result is insufficient, go back one step in the tutoring programme, to Demonstration.

Offer the notions with as much concrete material as possible. You may 'comment' on everyday activities like putting on a coat gloves, or shoes:
Give me your hand...now all I need is your fingers...
This shoe goes here, on this foot... to keep your toes nice and warm.

Space: Your own body - command of notions

Period:

Elemantary notes	**Receptive command**		**Productive Command**	
	Yes	No	Yes	No
bottom				
belly				
back				
neck				
shoulder				
toe				
knee				
elbow				
finger				
face				
cheek				
lip				
tooth				
tongue				
chin				
waving				
running				
clapping				
jumping				

APPendices

Theme is part of the book

My first book of words, Angela Wilkes
Standaard Publishers, Antwerp, 1991
Pages 4, 5, 58, 59

Clear to see: Words, Angela Wilkes
Zirkoon Publishers, Amsterdam, 1994
Page 6

Reading words together, Frank Endersby
C. De Vries-Brouwers Publishers, Antwerp Rotterdam, 1991
Pages 19 and 20

The first hundred words, Heather Amery and Steven Cartwright
Holland Publishers, Haarlem, 1987
Pages 20 through 23

Books about the theme

'Look at my...' series, Heinz Ortner
Rebo productions Publishers, Lisse, 1991
- Hands
- Feet
- Face

'Watch my...' series, Ruth Thomson
De Ruiter Publishers, Gorinchem, 1992
- Hands
- Feet
- Faces
- Eyes
- Hair
- Teeth

These are informative books with clear photos and short clear texts

Come on, watch and talk...
Communication and Education project (KOM-Op), Amsterdam, 1990
- My body

A clear photo picture book of a girl showing the function of ear, eye, nose and mouth. With tips and suggestions for parents to 'read' this book with their children.

Watch me growing, Angela Wilkes
Van Reemst Publishers/M&P Publishers, Weert

This is a photo book showing a baby developing into a toddler. It is a pleasant book for young children to 'read' and it has many starting-points for talking about the body and the simple body functions.

See; Hear; Smell; Taste; Feel, Maria Rius
De Ruiter Publishers, Gorinchem, 1985.

Large, colourful pictures teach the children what to do with their eyes, ears, nose, mouth and skin. Useful books to 'read' and talk about with the children.

'Showbox' series
- The school doctor
- I am clean
- Being blind

De Ruiter Publishers, Gorinchem, 1900

Photobooks with specific themes

Brushing your teeth, Rein van Koppenhagen
De Ruiter Publishers, Gorinchem, 1998
(Mirror book)

Photo picture book with full-page pictures of a girl brushing her teeth.

To the hairdresser's, Rein van Koppenhagen
De Ruiter Publishers, Gorinchem, 1989
(Mirror book)

Photo picture book in colour with full-page pictures of a girl going to the hairdresser's with her father.

Nisse at the hairdresser's, Olof and Lena Landström
Zirkoon b.v. Publishers, Amsterdam, 1993

Mum and Nisse pay a visit to the hairdresser's, for Nisse must look smart for end-of-term. The haircut that Nisse wants is so unusual that his mother is baffled and his fellow-pupils admire him for it. It's a witty picture book and a very nice introduction to the subject of hair and cutting your hair.

No glasses for ducky!, Amy Hest and Jill Barton
Lemniscaat Publishers, Rotterdam, 1996

Kiki, the little duck, must wear glasses. She thinks the glasses don't suit her and she is afraid they will fall from her nose. Her granddad helps her overcome her problems.

And me, and me, and me We're all children, Emma Damon
Sjaloom Publishers, Amsterdam, 1995

This is a book for and about all kinds of children, large, small, fat, with and without freckles, with a different colour of skin and different hair and all kinds of different things they like to to. It is a surprising fold-out book with all kinds of pop-up and see-through jokes.

Look...this is me!, Elly van der Linden
From my hair
To my toes
These are my arms
These are my legs
Here in front is my belly
Behind is my back
Here are my hands

Sweet mouse, Elly van der Linden
Sweet mouse is on my arm
Sweet mouse is on my leg
Tickling my hand
and tickling my toe

The fly, Elly van der Linden
A fly on your head
A fly on your nose
A fly on your hand
A fly on your toe

This is not your lucky day
Wave your hand and they'll fly away.

A bee on your belly, Elly van der Linden
A bee on your belly
A gnat on your back
A fly on your leg
A beetle on your toe

This is not you're lucky day
Wave your hand and they'll fly away.

Naughty Gnat, Elly van der Linden
Zzzzzzzz... here he comes, this naughty gnat
I chase him away but he keeps coming back!

Zzzzzzzz...
On my belly is where he will land
I'm going to hit him, with my hand!
There...oh, I missed!

Zzzzzzzz...
Where's that gnat going to go?
Oh, here he is now, on my little toe!
Gotcha...oh, missed again!

Zzzzzzzz...
Ouch...he's pricking my back, it's not fair
My arms are too short to scratch up there!

Can you do this, can you do that?, Elly van der Linden
Can you stand on one leg?
Now try the other
Can you stand on one leg?
And wriggle your toe?
Can you keep your legs straight?
And stand on your toes in one go?
Can you walk with your legs?
Now try doing this on your toes
Can you step over this block?
And then clap your hands?
Can you wave your arms about
While you're turning round and round?
Can you bend your knees
And tap the floor with your hands?
Can you move your nose to the floor, and back again
With your hands on your back?
Can you sit down on your bottom
and lift one leg from the floor?
Can you lie down on your back
and sit up again in no time?

Ting-a-ling, who's there?, anonymous
Ting-a-ling, who's there (pull your ear)
Door is opened, door is closed (lift eyelid and close it)
Down the stairs and wipe your feet (finger going down nose, making brushing movements on your upper lip)
Now, enter! (finger in mouth)

Thumbly thumb, anonymous
Thumbly thumb
Where have you gone?
Thumbly thumb,
What have you done?

I'm a little mouse in my little house
I m a little mole in my little hole

'I like to move,' says Thumbly
I like to move, yahoo!

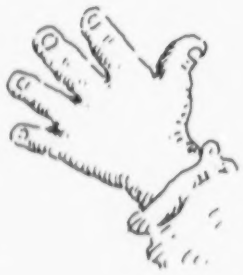
Watch me bowing deeply
Just for you!

Thumb to thumb, anynymous
Thumb to thumb
and fingers to fingers

Keep them together
Please don't forget
You can make a house now (put your hands in front of you, fingers pointing up)
and a beautiful hat (put your hands over your head, fingers pointing up)

Humpkin and Pumpkin, anonymous
Humpkin and Pumpkin went climbing, went climbing up a hill
Two nice little gnomes, just couldn't stand still
They climbed and climbed, till they reached the top
Where they shook and shook their heads, they simply couldn't stop
Then they went into the hill and kept very, very still.
They are sleeping quietly, but wait – what do I hear?
Is that the sound of gnomes' feet in my ear?

Five Gnomes, anonymous
Five gnomes are dancing, are dancing on the sand
One has to go now, he has hurt his hand



Four gnomes are dancing, are dancing on the sand
One has to go now, to work on the land

Three gnomes are dancing, are dancing on the sand
One has to go now, to visit a friend

Two gnomes are dancing, are dancing on the sand
One has to go now, all parties must end

One gnome is standing, is standing all alone
He goes home to his toadstool
And now there is none

From: **Old nursery rhymes**, S. Abramsz
Meulenhoff Publishers, Amsterdam
- To bed, to bed said the little red hen (melody: Singing in the circle (page 65) Herman Broekhuizen)
- Little red hen fell into the water (melody: Children's songs and children's games. (page 40)...)

From: **Ding-dong 1**, José Bakker and Thea Zaat
Bureau Gehrels Vereniging Publishers, Hapert
- Clap clap (page 94)
- Clapping game (page 95)
- Copy your mum (page 118)

From: **Get it into your head**, Margareth van Kleef
Dutch language for kindergarten pupils in multi-lingual groups
Projectbureau Publishers, Rotterdam
- Taking a shower together (Demonstration)

From: **Dim dam dose, ... touch your nose**, Stan van Vaerenberg
De Garve Publishers, Brugge
- Dim dam dose

From: **Songs with a hoop (music notation)**, J. Linders and T. Duijx (ed.)
Van Holkema and Warendorf Publishers, Houten
- Swing your legs and wriggle your toes (page 90)
- Ora, viva (page 88)
- You've got two arms (page 87; Comparing and Counting 2 project)
- This fist on this fist (page 84)
- Two hands on the table (page 90; Comparing and Counting 1 project)
- Head, shoulders, knee and toe (page 86)
- Little Clown has a red nose (Orientation)
- At the bottom of a tall tree (Orientation); the melody of this song is used for the spider's Dingle–dangle
  song
- Mister, can I use your ferry (Adding complexity)
- 't Was at this Punch–and–Judy–show (Adding complexity)

From: **The playground of songs, part 1**, Dirk Scheele
Universal Songs, b.v. Publishers, Hilversum
- Five fingers (page 25)
- Foot (page 7)

From: **The playground of songs, part 2**, Dirk Scheele
Universal Songs, b.v. Publishers, Hilversum
- With your eyes (page 10)
- Swing, swing (page 12)

From: **Songs for young children 1**, Henk Vermeulen, Peter Krabbenborg, Marit Eykelkamp and Joes van der Bend; Silvox Studio Publishers, Silvolde
- With my mouth (page 8)
- Up and up (page 13)
- Hand (page 5)
- Thumbs up (page 16)
- Clap your hands (page 7)
- In the middle of my face (Adding Complexity)

From: **Songs for young children 2 (This elephant has wings!)**, Henk Vermeulen, Peter Krabbenborg, Marit Eykelkamp, Joes van der Bend and Hans Westerveld; Silvox Studio Publishers, Silvolde

- Mirror (page 4)
- Morning exercises (page 8)
- Head (page 9)
- In front and behind blues (page 12)
- Tango (page 13)

From: **Play incentives for young children**, Veerle Florquin and Els Bertrand Acco Publishers, Leuven/Amersfoort

- Between Cologne and Paris (page 219)

From: **Sitting, standing, walking**, Schiedam Educational priority area Working Together Living Together Foundation Publishers, Rotterdam

- Take a good look (page 83)
- Ora viva (orange appendix)
- If you don't want to walk (page 84)
- Sitting, standing and walking (page 61)
- This is my nose (orange appendix)

The 'Sitting, standing, walking' project has more songs which fit the project.

Children's dance compilations:

The cheerful circle, Femke van Doorn-Last
Muusses Publishers, Purmerend

The second cheerful circle, Corrie C. Meeboer
Muusses Publishers, Purmerend

Young children's dances 1, Cor Mars, Elly Olderaan and Tineke Wijnen
Nevofoon Foundation Publishers, Winschoten

Young children's dances 2, Wies Caron, Cor Mars and Tineke Wijnen
Nevofoon Foundation Publishers, Winschoten

Young children's dances 3, Wies Caron, Peggy Olislaegers, Tineke Wijnen and Cor Mars
Nevofoon Foundation Publishers, Winschoten

- Opposites (page 23)

Hoy–Hoy Children's dances 1 and 2, Femke van Doorn-Last
Nevofoon Foundation Publishers, Winschoten

Appendix 4 Development material

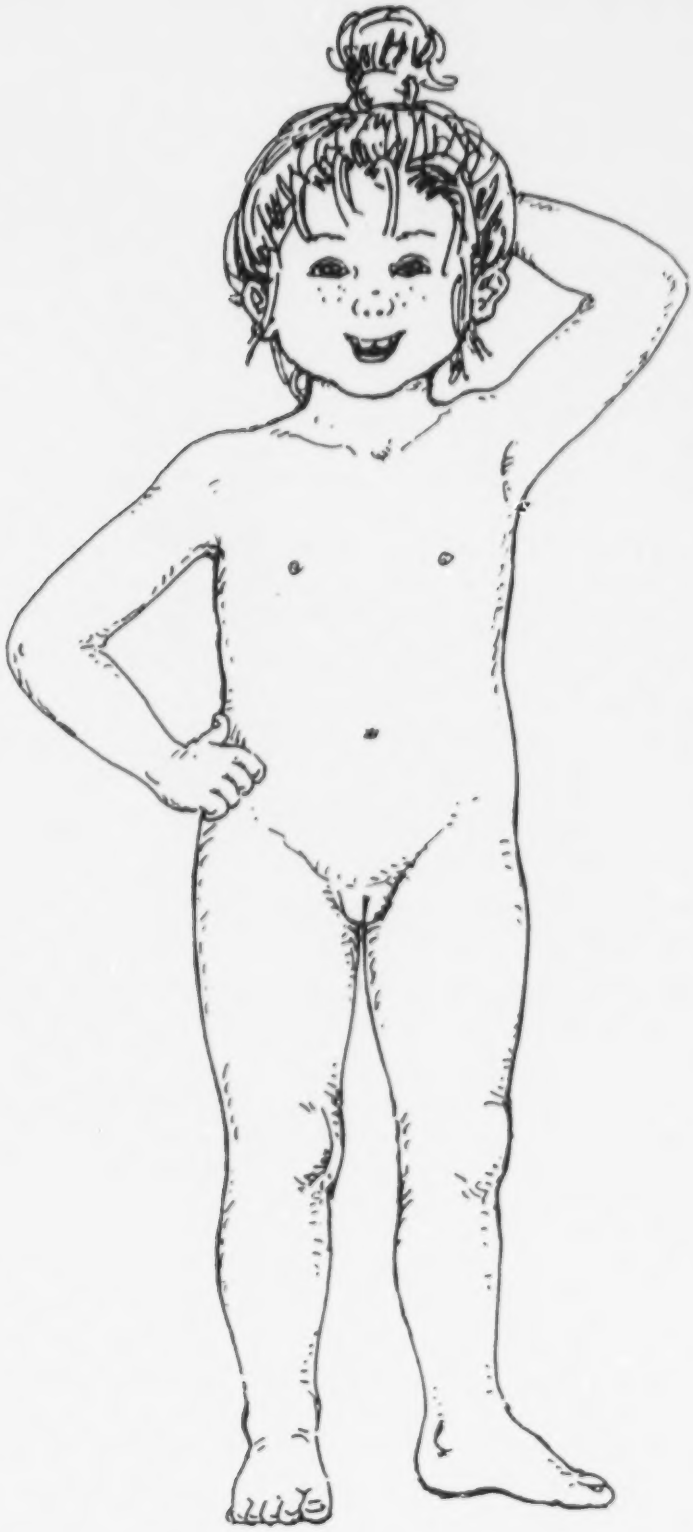
Sociaal-emotional development	**Dolls**, various publishers
	Mirror, Educo
Motor development	**Foam ball**, Educo/Heutink/Rolf
	Gym ball, Heutink/Rolf
	Gym block, various publishers
	Hands and feet, Wesco
	Hoop, various publishers
	Juggling ball, Alberts-Nienhuis
	Motor skill building kit 1, Wesco
	Motor skill building kit 2, Wesco
	Climbing house, -tower, various publishers
	Climbing objects, -sets, various publishers
	Modulus blocks, Wesco/Educo
	Bag of pips, various publishers
	Play ball, Alberts-Nienhuis
	Soff ball, Alberts-Nienhuis
	Throwing ring, Wesco
Cognitive development	**Families of the world**, Nes Arnold
	Orientation in space and time
	Posture game, Rolf
	Children's floor puzzle, Nes Arnold
	Body parts, Swets
	Two friends puzzle, Swets
	Feelings and emotions, Alberts Nienhuis
	Posture game, Rolf
	A box with 32 cards. Match the postures. Have the children assume the postures (optional)

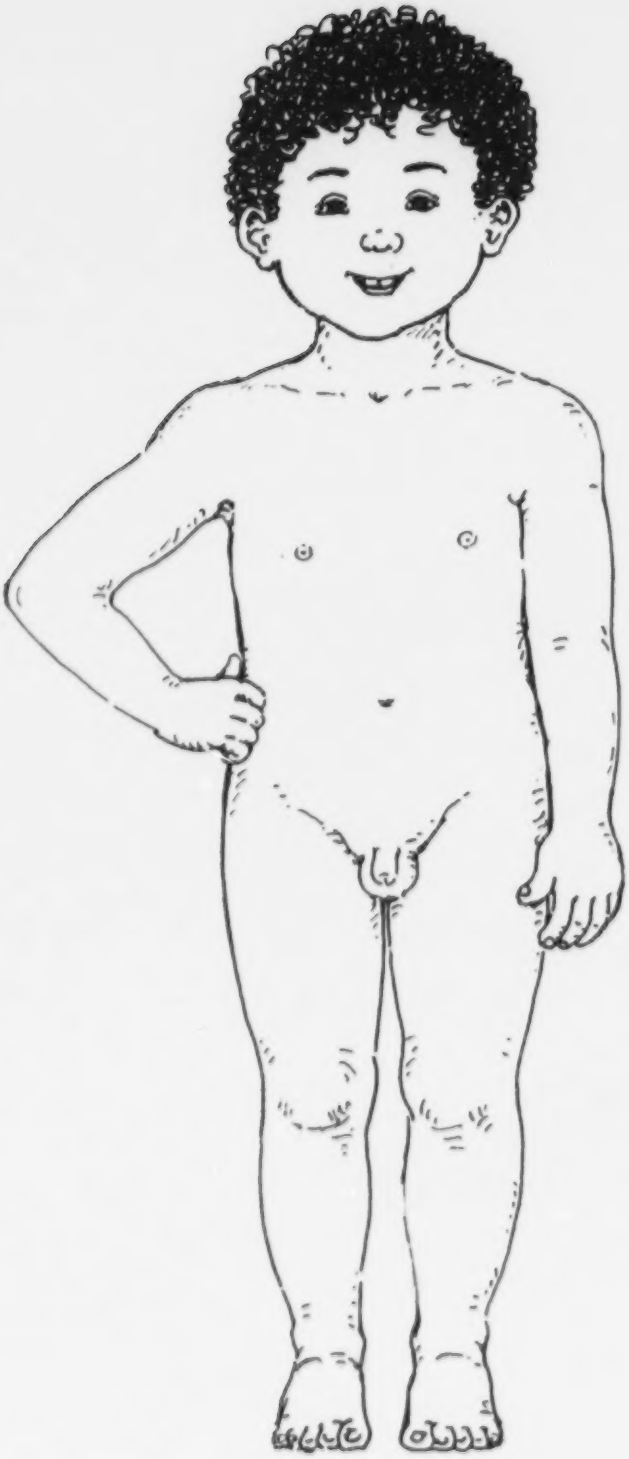
The game explains space-related notions like left-right, over, under, behind and in front. Matching similarities and/or opposites.

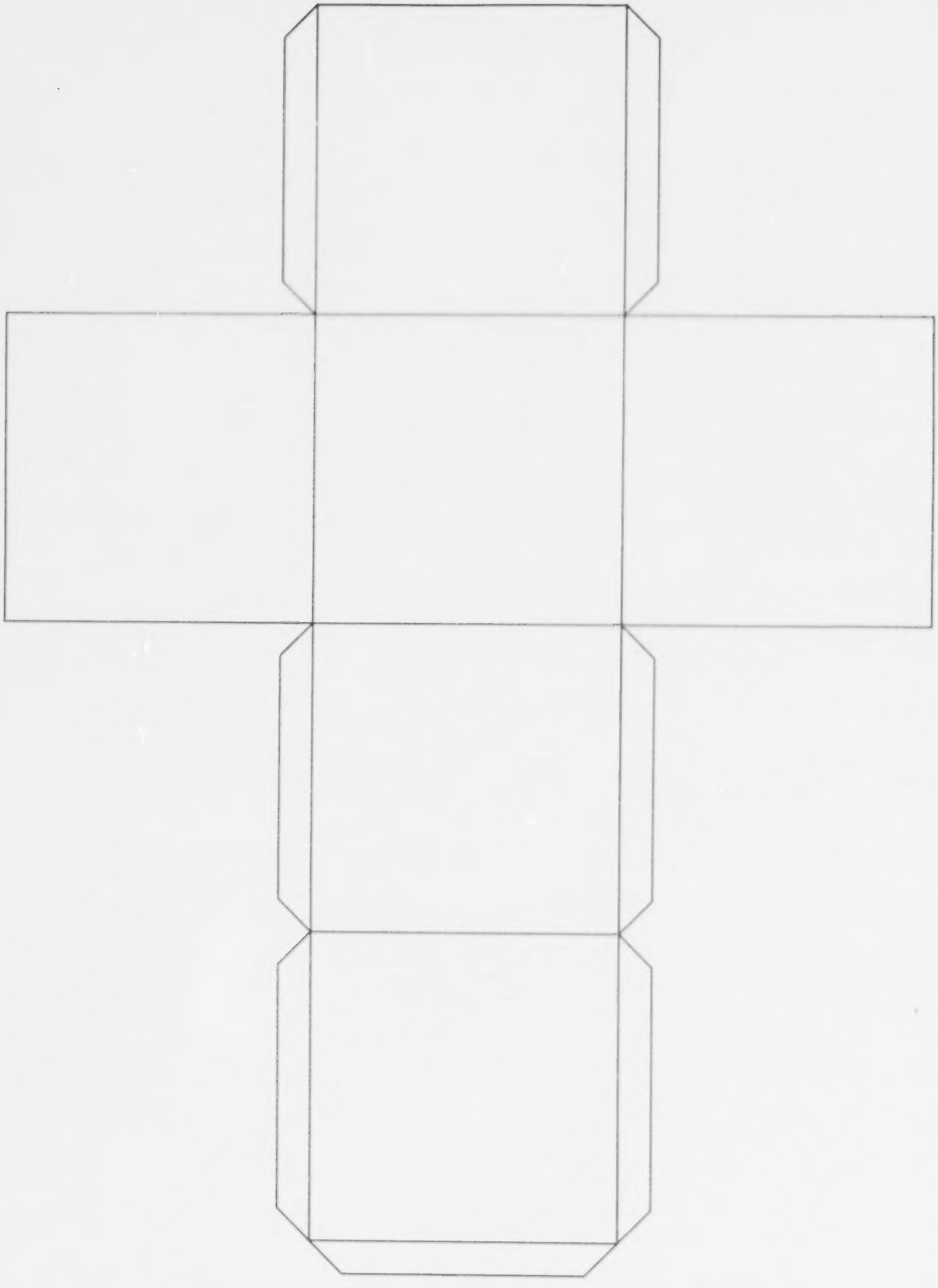
Boy-girl puzzles, various publishers
A picture of a nude boy or girl, consisting of several layers for dressing (middle layer for underwear, top layer for outerwear)

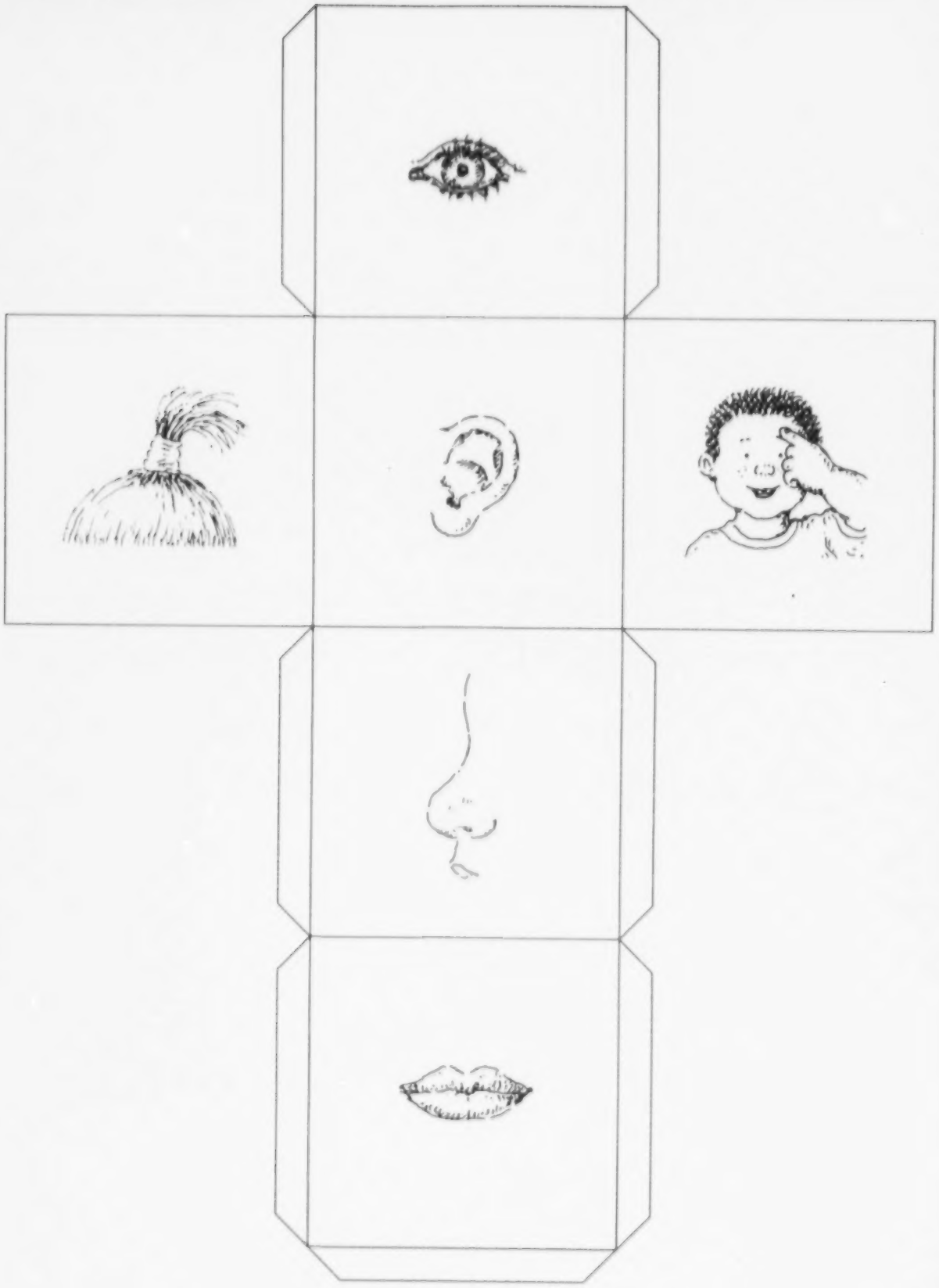
Black Peter 'Postures', various publishers
A game for distinguishing postures.

Appendix 5a **Girl**









Notes

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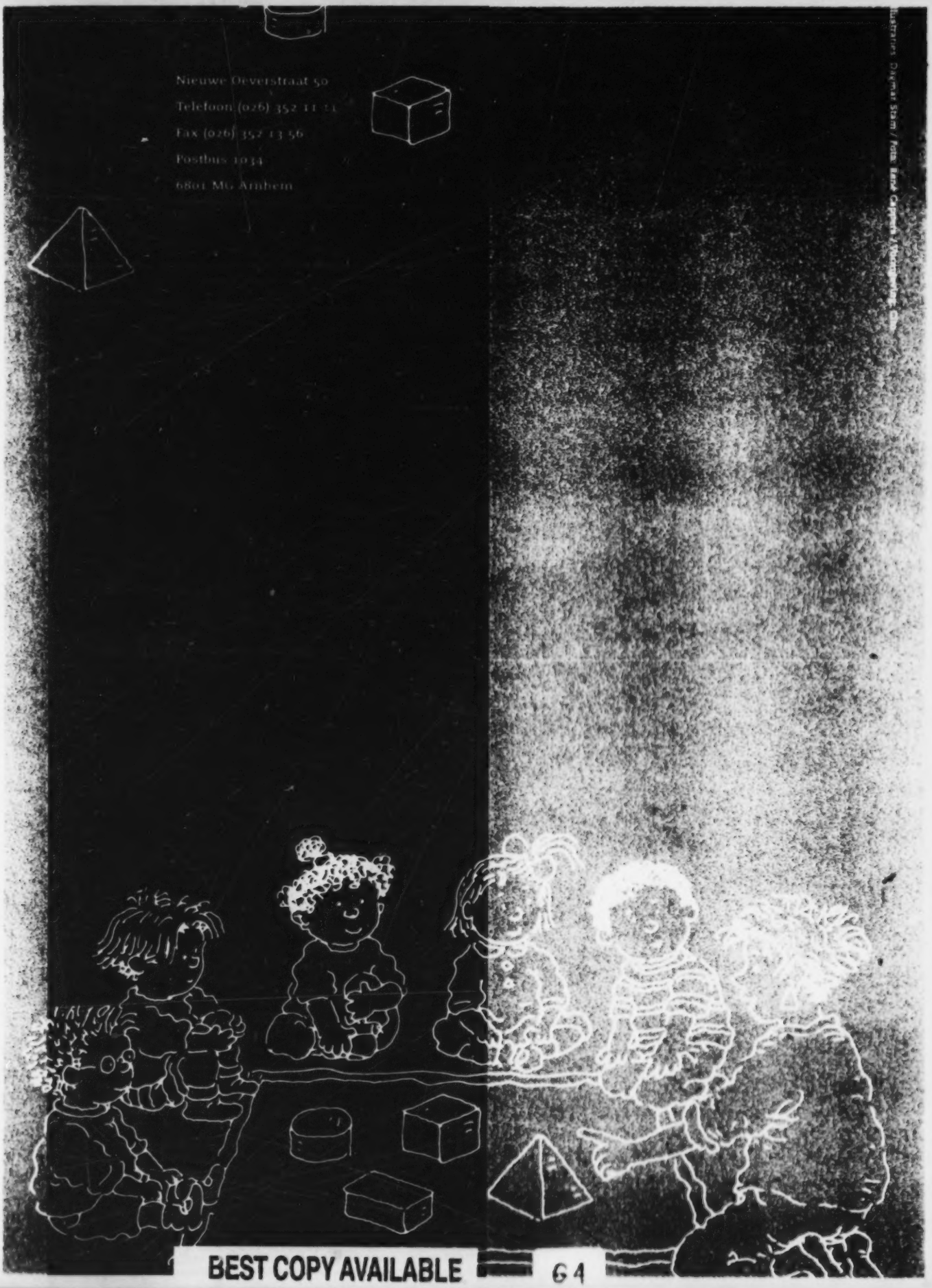

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